Writing Assessment Year 2

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| **Working towards the expected standard**  The pupil can, after discussion with the teacher: |  |  |  |  |  |  |  |
| * Write sentences that are sequenced to form a short narrative(real or fictional) |  |  |  |  |  |  |  |
| * Demarcate some sentences with capital letters and full stops. |  |  |  |  |  |  |  |
| * Segment spoken words into phonemes and represent these by graphemes,   spelling some words correctly and making phonetically plausible attempts at others. |  |  |  |  |  |  |  |
| * Spell some common exception words\* |  |  |  |  |  |  |  |
| * Form lower-case letters in the correct direction, starting and finishing in the right place. |  |  |  |  |  |  |  |
| * Forms lower-case letters of the correct size relative to one another in some of their writing. |  |  |  |  |  |  |  |
| * Use spacing between words. |  |  |  |  |  |  |  |
| **Working at the expected standard**  The pupil can, after discussion with the teacher: |  |  |  |  |  |  |  |
| * Write simple, coherent narratives about personal experiences and those of others (real and fictional) |  |  |  |  |  |  |  |
| * Write about real events, recording these simply and clearly. |  |  |  |  |  |  |  |
| * Demarcate most sentences in their writing with capital letters and full stops |  |  |  |  |  |  |  |
| * And use question marks correctly when required |  |  |  |  |  |  |  |
| * Use present and past tense mostly correctly and consistently |  |  |  |  |  |  |  |
| * Use co-ordination (e.g. or/and/but) to join clauses |  |  |  |  |  |  |  |
| * And some subordination (e.g. when/if/that/because) to join clauses |  |  |  |  |  |  |  |
| * Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonetically-plausible attempts at others |  |  |  |  |  |  |  |
| * Spelling many common exception words\* |  |  |  |  |  |  |  |
| * Form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters. |  |  |  |  |  |  |  |
| * Use spacing between words that reflects the size of the letters. |  |  |  |  |  |  |  |
| **Working at greater depth within the standard**  The pupil can, after discussion with the teacher: |  |  |  |  |  |  |  |
| * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing |  |  |  |  |  |  |  |
| * Make simple additions, revisions and proof-reading corrections to their own writing |  |  |  |  |  |  |  |
| * Use the punctuation taught at key stage 1 mostly correctly |  |  |  |  |  |  |  |
| * Spell most common exception words\* |  |  |  |  |  |  |  |
| * Add suffixes to spell most words correctly in their writing (e.g. *–ment, -ness, -ful, -less, -ly\*)* |  |  |  |  |  |  |  |
| * Use the diagonal and horizontal strokes needed to join some letters. |  |  |  |  |  |  |  |

Evidence to show:

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| * Identify and use noun, verb, adjectives, adverb |  |  |  |  |  |  |  |
| * Use exclamation mark |  |  |  |  |  |  |  |
| * Use apostrophe to show contractions |  |  |  |  |  |  |  |
| * Use apostrophe to show singular possession |  |  |  |  |  |  |  |
| * Use commas to separate items in a list |  |  |  |  |  |  |  |
| * Use suffixes incl ing, ed, ment, ful, less, ly |  |  |  |  |  |  |  |